

**INDIANA DEPARTMENT OF EDUCATION
SUPPLEMENTAL EDUCATIONAL SERVICES**

2006-2007 COMPLIANCE AND ON-SITE MONITORING REPORT

FOR:

CATAPULT

DOCUMENT ANALYSIS		OBSERVATION		COMPLIANCE	
Tutor Qualifications		Lesson matches original description	Satisfactory	Criminal Background Checks	
Recruiting Materials		Instruction is clear	Satisfactory	Health/safety laws & regulations	
Academic Program		Time on task is appropriate	Satisfactory	Financial viability	
Progress Reporting		Instructor is appropriately knowledgeable	Satisfactory		
		Student/instructor ratio: 3:1	Satisfactory		

ACTION NEEDED: NONE

(As per the on-site monitoring overview document, while monitoring/ observation of SES providers is completed annually, document and compliance analysis is completed every two years. Since CATAPULT's document and compliance analysis was completed during the 2005-2006 school year, only an observation was completed for the 2006-2007 school year).

On-site Monitoring Rubric OBSERVATION Components

NAME OF PROVIDER: CATAPULT

DATE: 4-30-07

SITE: Reviewer observed online tutoring sessions as they occurred

REVIEWER: ST

TUTOR'S INITIALS: L.G. & L.N.

TIME OF OBSERVATION: 4:00 p.m.

NUMBER OF LESSONS OBSERVED: 2

During the site visit, IDOE personnel will visit several tutoring sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual tutoring matches lesson plan descriptions that are provided in requested documents, as well as those that were provided in the original provider application; that tutors and students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content.

Each provider will receive a mark of “Satisfactory” (S) or “Unsatisfactory” (U) for each component. Providers receiving a “U” in any component may be required to address deficiencies within 7 calendar days of receiving their final report. Failure to address deficiencies may result in removal from the state approved list.

COMPONENT	S	U	REVIEWER COMMENTS
Lesson matches original description in provider application	S		<p>Reviewer observed two tutors (online) who worked with 3 students each (each tutor worked with at least 1 Indiana student). The tutors either typed messages to the student or spoke to the students using Catapult’s audio system throughout the online lesson. Each lesson began with a lesson description from the tutor and then guided practice with the assistance of the tutor. Once the students appeared to demonstrate they understood the concept being discussed in the lesson and guided practice, the tutor encouraged students to work individually on independent practice while the tutor periodically reviewed their work until they were finished. When a student completed the independent practice and received a score of 80% or better, the tutor began a new lesson with the student and began the process (lesson description, guided practice, independent practice) all over again.</p> <p>One student completed reading lessons. During the guided practice portion of the lesson, the tutor and student read a passage together and then the student answered reading comprehension questions. During the independent practice, the student read a passage alone and then answered questions on character descriptions from the passage. The tutor then reviewed the student’s responses. The other student completed math lessons. The student practiced regrouping with the tutor and then completed independent practices on subtracting 1 digit and 2 digit numbers from 2 digit numbers. The tutor reviewed the student’s responses after the student completed each independent practice. When the student answered the majority of the questions correctly, the tutor began a new math lesson with the student.</p> <p>Observed lessons were in line with provider’s original application.</p>
Instruction is clear	S		<p>Students were able to select a “raise the hand” button to signal to the tutor if/when they needed additional assistance during their independent practice. When students “raised their hand”, the tutor immediately began to work with the student on problem areas. In addition, while students were working independently, tutors monitored their progress. When it appeared a student was spending a longer time on a question/problem or was unable to answer a question at all, the tutors rejoined the student and provided more detailed instructions until the student was able to get back on track again.</p>

Time on task is appropriate	S	Students actively participated during the lessons and also asked questions which demonstrated their high level of engagement during the tutoring session.
Instructor is appropriately knowledgeable	S	The tutors were able to effectively manage their students and engage them even though their 3 students were working on different subjects and on very different academic need levels. Tutors used positive reinforcement (stickers, thumbs up signs, tokens, etc.) when students demonstrated they were paying attention or working hard to grasp a concept which created an open and positive learning environment for students.
Student/instructor ratio: <u>3:1</u>	S	Application describes ratio as 3:1. Ratio observed matched description in original application.